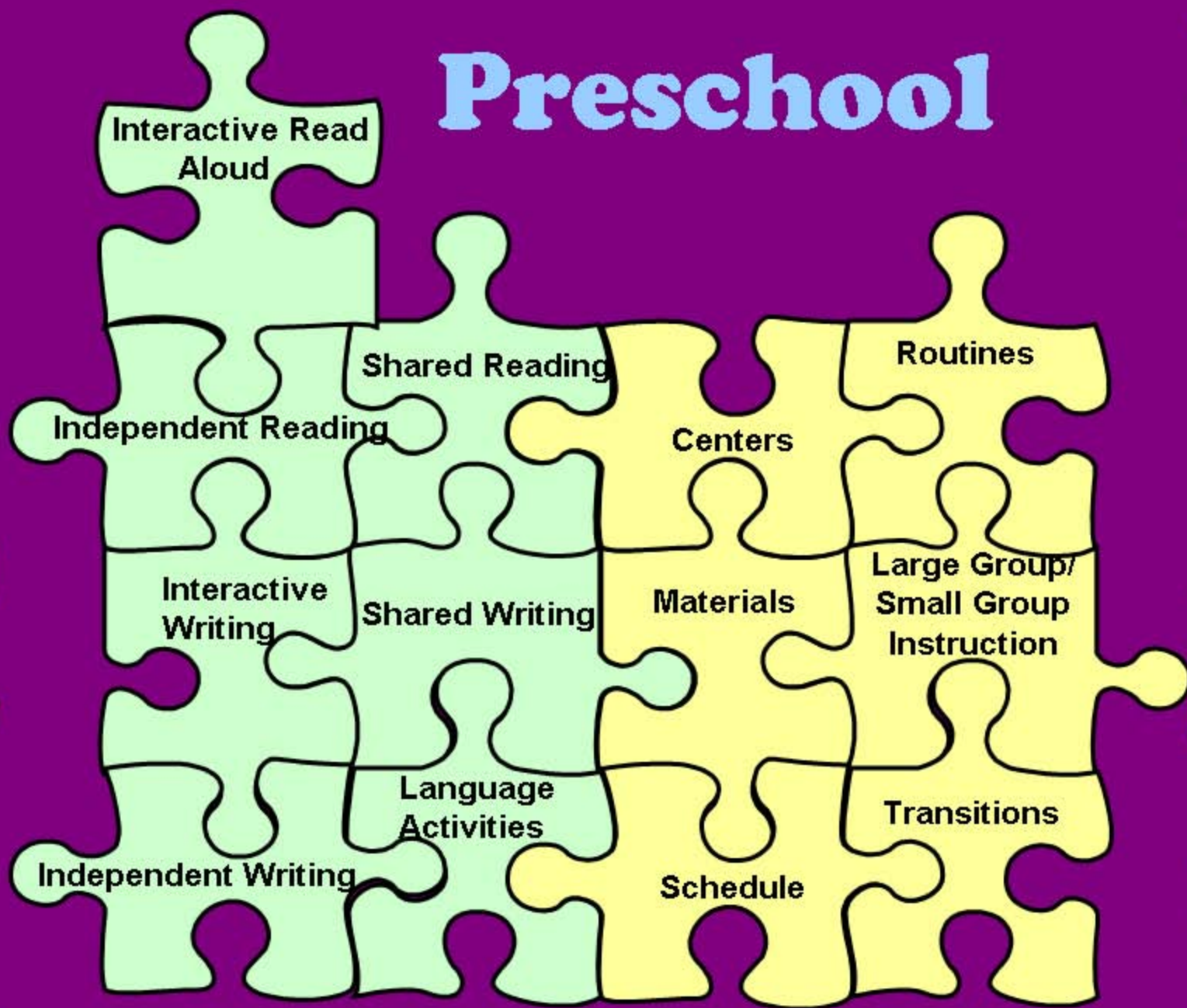


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Preschool

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Language Activities

Letter

Sound

Word Work

Oral Language

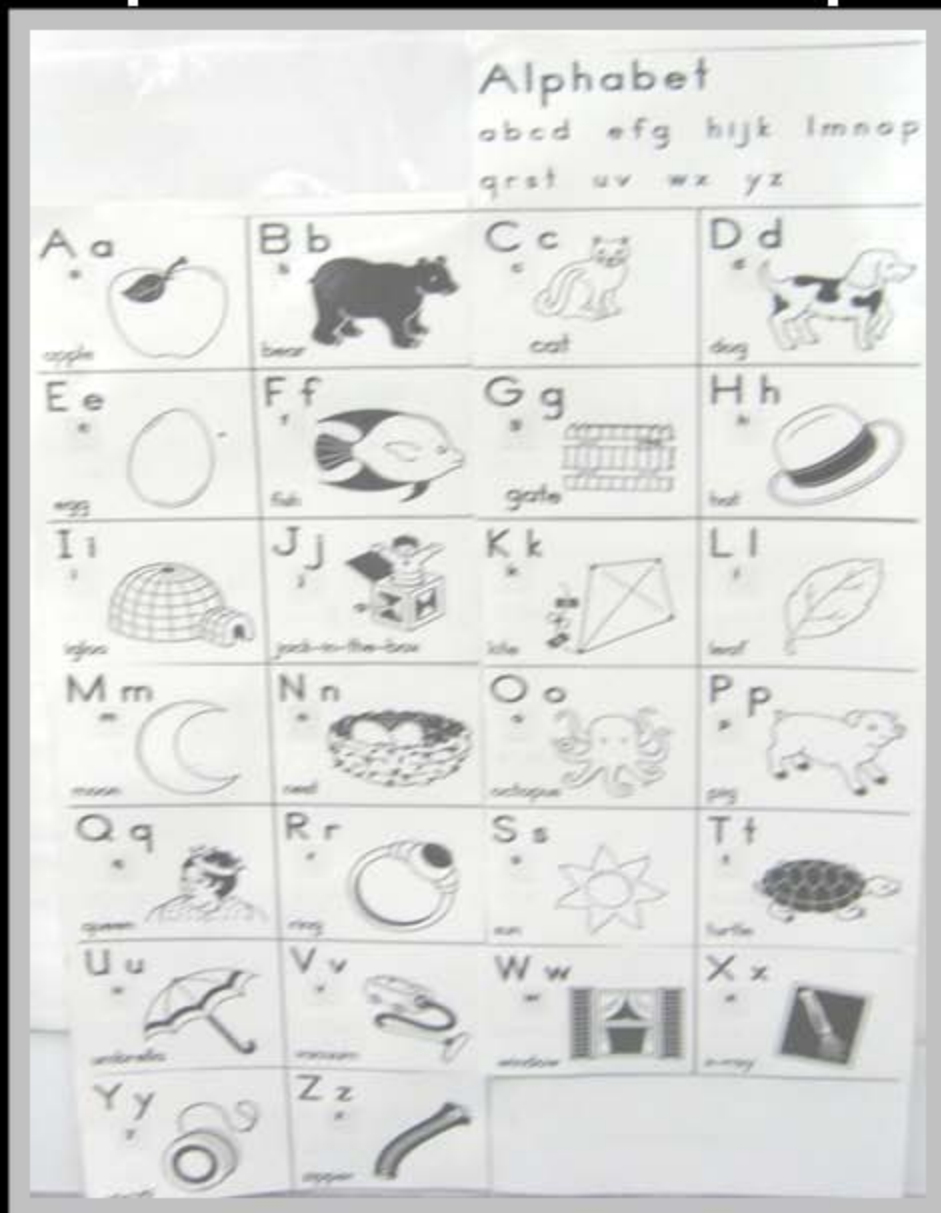
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*for Preschool Literacy
Instruction*

Alphabet

Alphabetic Principle



ABC Chart

[Clips for
Presentation\Special
Ed.avi](#)

Fall Sign-In

Wednesday December 20
 Good Morning

Ms. Christy
 Ms. Barb

NCD

Josh

ryhn

20

Q



Spring Sign-In

Good Morning!

Today is Thursday March 2007

Marquette

ASN/leigh

Gosby

Jessica

Name Chart

Adrien

Angie

Caitlin

Cameron Cole

Cameron Crabtree

Colten

Jeffrey

Kush

Matthew

Roselyn

Sound





Sound

Apples & Bananas

I like to eat, I like to eat,
I like to eat, eat
Apples and Bananas

Repeat, replacing all vowels with
long A, E, I, O, U

Sound Substitution

Sound

N

words



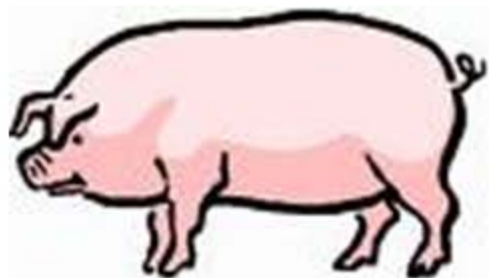
B

words



P

words



Guess the Sound

Ten

Small



Words

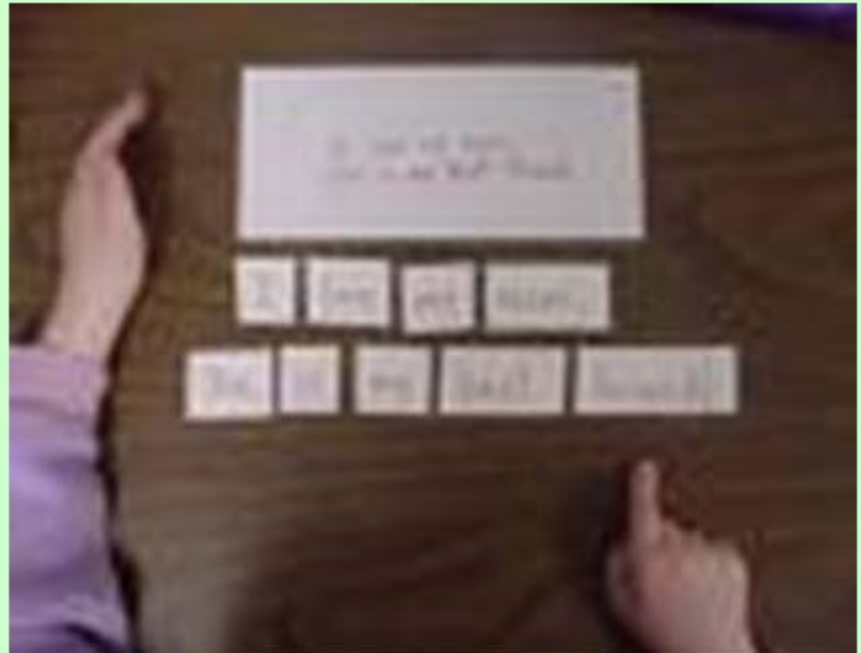
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Word



Word Wall Match-Ups

Word



Sentence Cut-Ups



Oral

Language

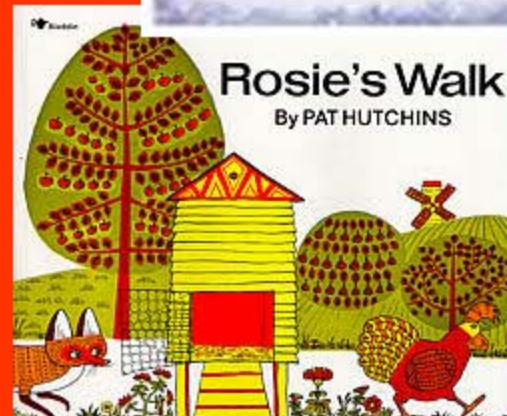
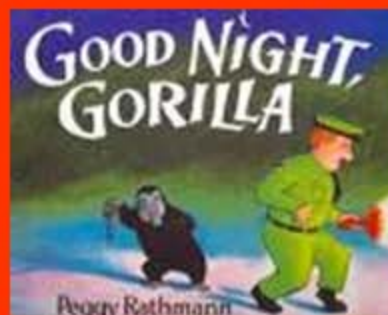
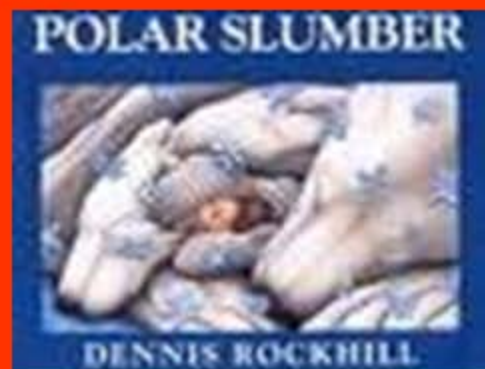


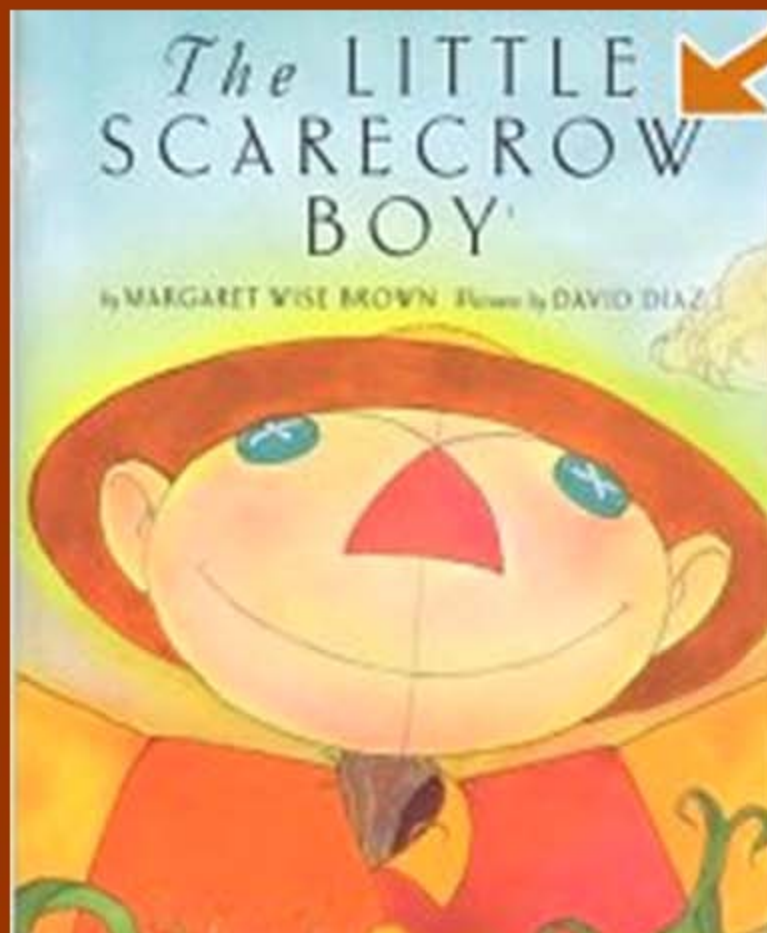
Oral language is the foundation of literacy learning. Reading and writing are meaningful because they represent and extend the oral language system.

Fountas and Pinnell



Wordless Picture Books





Oral Language

Read-Aloud and a group activity



Oral Language



Semantic Web

Develop recognition of letter names and forms

Increase familiarity with letter/sound correspondences

Develop recognition of some sight words

Develop phonological awareness

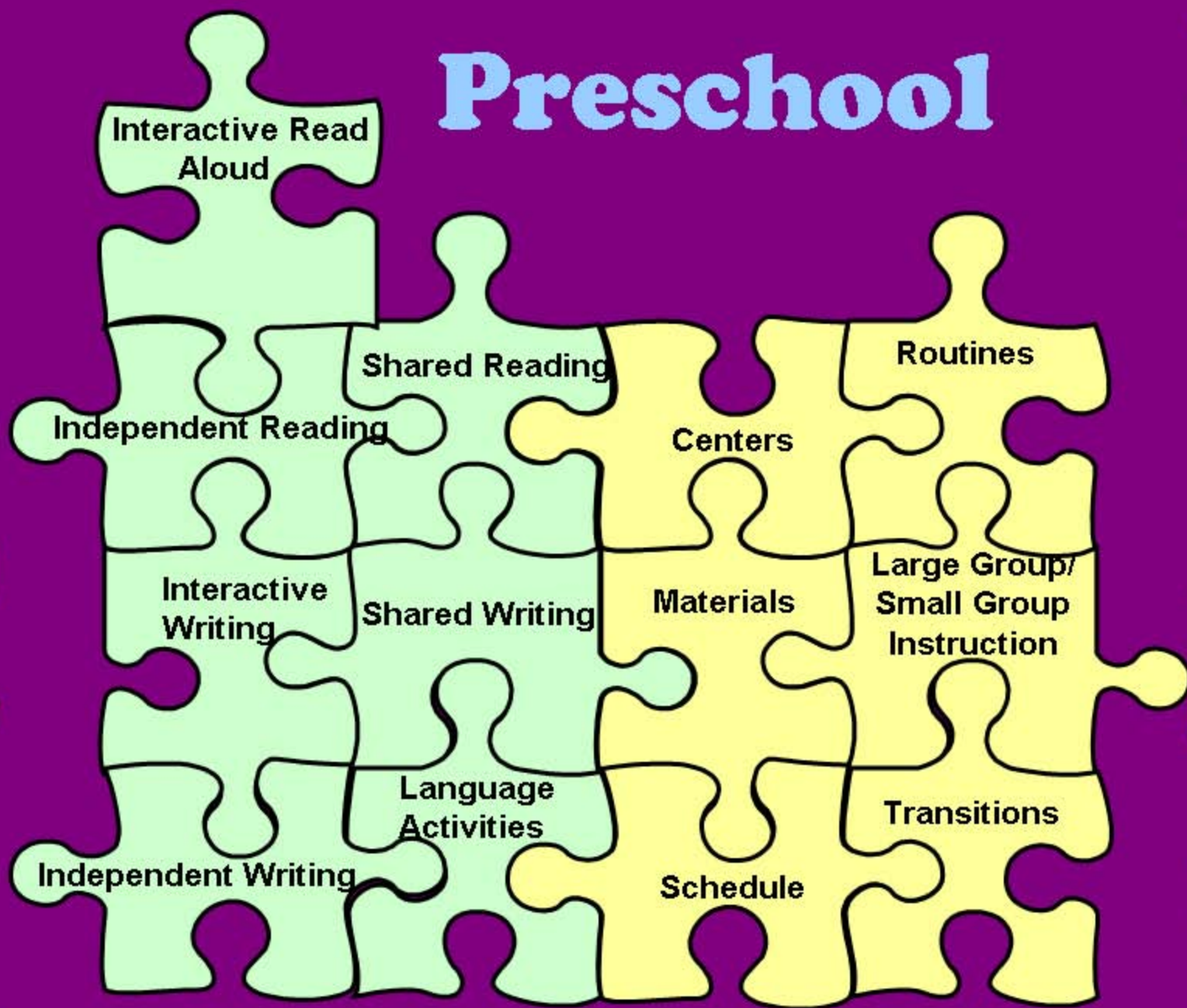
Develop print-awareness concepts

Develop vocabulary and concept development

Literacy Framework

Preschool

Environment



Interactive writing is particularly designed to support beginning literacy learners. It is important for the preschool teacher to make finely drawn adjustments, raising the level of difficulty by small steps.



- **Compose words or simple text with children.**
- **Draw attention to the formation and sounds of letters and words.**
- **Model and demonstrate the writing strategies.**
- **Include children in contributing to the actual writing as appropriate**
- **Create materials to display and read around the room**
- **Shared reading**



Keep the activity simple and brief.

Write about classroom experiences that are meaningful to children.

Begin with simple labels and single lines of print such as lists.

Link teaching points to children's names or other relevant concepts.

Stretch out sounds (rubber-band the sound) to draw attention to sounds and letters.

**Use print resources around the classroom as a reference to help children identify
and form letters as they contribute to the writing experience.**

Draw attention to spaces between words and correct letter formation.

**Encourage active child involvement (sharing the pen) through writing and drawing
and sharing their thoughts.**

Reread the text with children in order to review it and to decide what to write next.



cow



moon



Hey, Diddle, Diddle
Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport
And the dish ran away with the spoon.



Dog

dish



Spoon



Interactive Writing
-- Matthew

Interactive Writing - Kush

Interactive Writing - Angie



run! run!

Yeast as you can
You can't catch
I'm the
Ginger Bread
Man!



(To: Mrs. Christian's P.M.)

Dear Friends,

we are Baking
Cookies, Please
Join Us!

Ange

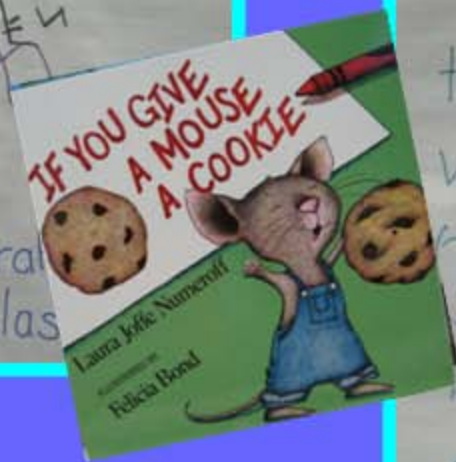
Ku

Allen

Cameron

Alex

Mrs. Tera
PM Class



Friends,

We would like and love to bake
cookies with you!

Dear Friends,
We would like and love
to ~~Share~~ bake Cookies
with you!
P.S. & Make
fun for
Phyllis
Joffe
guy
Ava
(Mrs. Christian's Class)
PM 3-20-07

Dear Friends,

We are baking cookies.
Please join us!



Compose words or simple text with children.

Draw attention to the formation and sounds of letters and words (concepts about print).

Model and demonstrate the writing strategies.

Include children in contributing to the actual writing as appropriate.

Create materials to display and read around the room.

Literacy Framework

Preschool

Environment

